

# CALIFORNIA SCHOOLS

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# Realizing on a California State Program of Education

As interpreted by the state department of education, the present status of public education in California reflects the attitude of the people to the public schools, and involves:

1. Required high school graduation, or its equivalent, for every California youth;
2. Available opportunity in process of attainment for post high school education for every youth who may choose, who may profit by, and who may need further educational service from California schools;
3. Ample state-wide resources and willingness that they be made available for education;
4. Favorable public and professional attitudes toward progress now being made in California public schools;
5. The highest and most effectively trained body of state public school teachers, principals, supervisors, and superintendents that California has ever boasted.

With these general principles prevailing there comes a body of problems, the solution of which seems to control future advancement and progress.

From contacts and reports which California school folk forward to the state department of education there appear challenges under the following items:

## **1. Finance.**

Need for more state aid for all schools, an equalization fund for impoverished or handicapped areas, a permanent fund for emergencies, a nonfluctuating support so that progress in public education will not be interrupted by unfortunate controls. The answer for stewardship should be well defined. Clearly presented statements must be prepared giving the public assurance of honest, efficient, economical expenditure of money supplied for schools. The public must support, the public must have value received from, and the public must understand its schools.

## **2. Units of Organization and Administration.**

Closely related to finance and its controlling factors, is the unit of organization and administration which must be studied from an educational, a social, a community-pride, a transportation, a geographic, and a legislative standpoint. Under no circumstances should a compulsory

legislative enactment concerning units of organization and administration be permitted in advance of understanding and acceptance of the principles involved by those concerned. No superintendent in our state has expressed denial of the fact that financial economies and improved educational effectiveness are bound to result from improved control of educational units of administration and organization in California.

### **3. Professional Personnel Problems.**

Tenure, retirement, teacher improvement in service, standards and types of certification are problems which superintendents, principals, and teachers have frequently submitted to the state department of education for aid in their solution.

Tenure and retirement are distinctly teacher problems. Solutions of these problems must not be sought which are out of harmony with the hopes and desires of the state-wide teaching staff as approved by all teachers coming to agreement by seeking out and compromising upon those proposals conforming to what is best for childhood, what maintains a happy teaching staff, and what is economically just and sound. Pupils come first and teacher welfare and happiness immediately next, based, of course, on economic soundness.

Cooperative, well-guided study of this body of problems must be carried on with and by teachers with no change in prevailing conditions except as they are improved and teacher happiness and security in efficient service is increased.

### **4. A Unified System.**

The problem of tying all public educational services together into a unified state system of public education, defining under uniform organization, control, policy, and equalized support as need demands throughout the state the following: parent education, pre-school education, kindergarten, elementary, secondary, including educational relationships between secondary schools and institutions of higher learning, between the public school and private schools, and adult education. This complex problem comes to us for consideration from the public, social agencies, teachers, principals, and superintendents.

Accomplishment of this state system of education does not mean centralized controls and direction in Sacramento, but does mean integrated thinking to common ends and purposes aided by available services maintained in Sacramento.

### **5. Improved Teaching Service.**

Supervision, methods, and materials of instruction constitute problems of state-wide scope. Providing advantages in these respects,

Making available to all, the results of special attainments and activities of every other teacher would be a stimulating and helpful adjunct to the ability and equipment of each.

School locations, buildings, transportation, policies of expansion, building programs, bonds or "pay-as-you-go," repair, upkeep, supplies and sinking funds, are managerial problems which have come to be responsibilities of every executive, official, superintendent, principal, and many teachers. These calls for suggestion and service regularly come to the state department. They must be effectively and efficiently met.

Integrating schools, their services and activities into community life and understanding, helping trustees and boards of education with their perplexities are coupled with problems of special education, localization of school service, as a series of problems definitely and clearly proposed as current problems of this day.

Cooperative study and solutions for these questions indicate the pathway to their answers. County superintendents are key and central factors with whom the state department will most closely serve. City and district superintendents represent immediate leadership in study and accomplishment of definite ends. Supervisors, principals, and administrative assistants have close-coupled working contacts in experimenting and in supplying immediate results for more general use and acceptance. The California teachers association, local and specialized group organizations, teachers themselves, compose coordinating and regularizing controls of professional mindedness and well being.

Such a body of responsibilities presented to your state department of education, not for its direction and control, but for its collaboration and leadership in consideration, commands us to look to a well-defined future characterized by continuing unified study, cooperation, common confidence, and diligent attack.

The California state department of education thus records itself visioning with you in the near future a continually improved state system of public schools.

W. Jersey.

*Superintendent of Public Instruction.*

March 12, 1930.

## Elementary Education

While we popularize, publicize, localize, expand, promote, and enthuse over a superb secondary school program we are admonished to dedicate a true and continuing enthusiasm to our fundamental and essential system of elementary schools, their accomplishments, their teachers, and their administration.

We must continually keep before us in our thinking that the elementary schools of our state are the first contact with educational institutions in the lives of our young people. The power, the value, and the lasting influence for good of this first contact will never be overestimated.

Elementary schools are single contact institutions. In the main they have a state-wide and uniform fundamental approach to educational accomplishment. Teaching contact is principally then the influence of one teacher for each given period of grade association. The virtues of these two important factors in the education of the young are not to be put aside by any programs which are in the nature of mere educational device. The single contact characteristic of elementary education should be preserved to its maximum of contributions.

The elementary school is a nonspecialized institution providing similar levels of accomplishment for attainment by all pupils of the particular group regardless of future vocational or professional inclinations. A basic, fundamental, general education for all recognizing homogeneity of group development as an essential in a well-preserved democratic social order is maintained in the elementary school.

The elementary school has a basic responsibility to give to America a body of fundamentals of knowledge, a safe foundation for life choices, and a true body of essentials for character. May elementary education be so financed, so developed, and recognized as to be the pride of our educational program throughout the state.

A handwritten signature in dark ink, appearing to read "H. J. [unclear]", written in a cursive style.

*Superintendent of Public Instruction.*

March 12, 1930.

# Analysis of Public School Finance in California

## I. KINDERGARTENS

Citation	Tax unit	Basis of taxation or source of appropriation	Limit of taxation or appropriation	Per cent of total district receipts	Apportionment bases	Conflicting or ambiguous provisions	Weaknesses	Suggestions
School code, sections 4440-4455.	Elementary school district	Nonoperative property.	116 per \$100 of assessed valuation.	100 per cent.	Receipts accrue to kindergarten fund of elementary school district.	-----	<p>Entire burden borne by local district.</p> <p>Tax base (real property) is inadequate.</p> <p>Tax limit arbitrary and too high for needs of most districts.</p> <p>Rates levied against assessed valuations arbitrarily and inequitably established.</p>	<p>Kindergartens should be part of and supported on same basis as elementary school.</p> <p>District tax should be reduced to a minimum, with state and county, each providing adequate part of cost. Funds should be derived from income and severance tax, with reduction in burden of property tax.</p>



## II. ELEMENTARY SCHOOLS

Citation	Tax unit	Basis of taxation or source of appropriation	Limit of taxation or appropriation	Per cent of total district receipts	Apportionment bases	Conflicting or ambiguous provisions	Weaknesses	Suggestions
Art. IX, sec. 4, Const. S. C. 4.1-4.20; 4.760-4.769; 4.130, 4.830.	State	State-school fund and transfers from state General Fund (95 per cent from corporation taxes); state migratory school revolving fund.	Corporation tax rates fixed by legislature. Amounts guaranteed include state school fund of \$30 per pupil in A. D. A.; plus $\frac{1}{2}$ excess cost of 24-hour schools and physically handicapped children; plus migratory school revolving fund (\$10,000).	19.9 per cent	\$700 per teacher unit (1 for each 32 A. D. A. + 1 for each 300 A. D. A. in each district + 1 for each 300 or more fraction A. D. A. in county outside of districts with 300 A. D. A.); $\frac{1}{2}$ excess cost of 24-hour schools and physically handicapped children; \$75 per month per teacher in migratory schools; balance prorated on A. D. A. Apportionments made to counties; County Superintendent apportioned to districts.	No provision for apportionment to new or suspended districts. S. C. 4.790, 4.800, 4.801 require county superintendent to apportion \$1,400 to each $\frac{1}{2}$ to come from state funds.	State's share of cost too small. Fixed minimum (not less than \$30 per pupil) operates as maximum of \$30 per pupil and is unwise; increased costs and variations in value of money not taken into account. Teacher unit apportionment too small to insure adequate instruction. Special funds unwise since they stress special aspects of education and endanger continuity of educational policy. Apportionments fail to equalize burden of costs due to variations in wealth and assessments. Units of apportionment are arbitrary.	State should provide greater percentage of cost of elementary school program. Special apportionments needed to equalize local burdens, plus a share of costs of building and transportation. Amount should not be fixed by law or constitution. Adequate apportionment guaranteed in terms of fixed apportionment units. Apportionments should be based on educational need, for functions such as instruction, supervision, etc. Apportionments should be made to districts, not to counties. Additional state funds should be derived from income and severance taxes.
Art. IX, Sec. 6, Const. S. C. 4.160-4.174; 4.770-4.801; Pol. C. 3627a	County	Non operative property, intangibles and securities and solvent credits.	County tax rate not limited; not less than \$30 per pupil and not less than state apportionment. 20c for \$100 on intangibles and 10c on credits.	24.3 per cent.	\$700 per teacher unit (see above); $\frac{1}{2}$ excess cost of 24-hour schools and physically handicapped children; \$700 for each new and suspended district; teachers' institutes; transportation of pupils and extra teachers; \$75 per month per teacher in migratory schools; balance on A. D. A.	Apportionments to new and suspended districts in question (S. C. 4.760-4.774; 4.770-4.801), since county superintendent required to apportion \$1,400 to each, while state apportionment not provided for. S. C. 4.779 requires all balance in county fund to be apportioned on A. D. A. after teacher unit and excess cost apportionments are made; if this were done all other apportionments would be precluded (new and suspended districts, insti-	Tax base (real property) is wrong. Real property overburdened. Assessments arbitrary and not on real value; inequalities in burden result. Fixed amount provided does not meet needs of expanding program nor does it take account of varying value of dollar. Apportionments fail to equalize local burdens, and are based on arbitrary, not functional, factors. Per cent of district cost borne by county is too small.	Tax burden should be shifted from real property by supplementary income and severance taxes. Larger part of cost should be borne by county and aid should be given for building and transportation. Apportionments should be based on functional factors such as instruction, supervision, etc. Legislation should be revised to eliminate ambiguities.



<p>Art. IX, Sec. 6, Const. S. C. 4.360-4.374; 4.410-4.434; 4.460-4.469; 4.480-4.485; 4.490-4.492; 4.990-4.1040-4.1052.</p> <p>City Charters. D. A. 5233 and others relative to special classes of cities.</p>	<p>Elementary school district: city.</p>	<p>Nonoperative property (minor receipts from other miscellaneous sources).</p>	<p>District: Bldg. tax 70c per \$100 assessed valuation; maintenance tax, 30c per \$100 (S. C. 4.490); rates may be raised by vote; bonds, 5 per cent of assessed valuation.  Special acts and city charter provisions vary.</p>	<p>55.6 per cent</p>	<p>All receipts from district taxes and bonds accrue to district. City taxes and bond receipts accrue to city and are expended on order of school board.</p>	<p>Budget act, 4.360-4.374 sets no tax limits. S. C. 4.439 sets 70c building and 30c maintenance tax limits. S. C. 4.466 sets 15c building tax limit without election. S. C. 4.460-4.469 and 4.480-4.485 repealed by 4.390-4.374. Special election provided in S. C. 4.410-4.434 to provide additional facilities no limit. Budget act (4.395) requires county superintendent to approve budget. S. C. 4.460-4.469, 4.480-4.485 permit county superintendent to approve or disapprove estimate. Special acts relative to cities in conflict with school code and perhaps repealed by implication.</p>	<p>Tax base (real property) is wrong. Assessments are low and arbitrary. Rates set are low. Local burden is unjust and unequal due to variations in wealth and assessments. 80 per cent of elementary school receipts derived from property tax. Separate city taxes unsound.</p>	<p>District tax should be reduced. City taxes should be consolidated with district. Conforming laws should be harmonized. Special acts relative to cities should be definitely repealed. Budget should be entirely in discretion of local board.</p>	<p>Total receipts for elementary schools should accrue to one fund, total amounts being adequate for all needs.</p>
<p>General laws, Act 2685, Sec. 4, S. C. 3.10-3.13.</p>	<p>United States</p>	<p>United States forest reserves; United States Indian funds on contract with local district.</p>	<p>1% of income from federal forest reserves in each county. Amount stipulated in contracts for Indian children.</p>	<p>2 per cent</p>	<p>50 per cent of forest reserve school funds may be set aside for use of districts in or adjacent to the forest reserves; money not so set aside placed in county elementary school fund and apportioned to districts. Indian funds apportioned to districts by United States.</p>	<p>Special fund not sound in principle.</p>	<p>Special fund not sound in principle.</p>	<p>Special fund not sound in principle.</p>	<p>Special fund not sound in principle.</p>

### III. JUNIOR HIGH SCHOOLS

Citation	Tax unit	Basis of taxation or source of appropriation	Limit of taxation or appropriation	Per cent of total district receipts	Apportionment bases	Conflicting or ambiguous provisions	Weaknesses	Suggestions
S. C. 4510	Elementary school district for tuition of grade 7 and 8. (For other grades at junior high schools (see Section IV, High Schools).	Nonoperative property, plus state and county apportionments for A. D. A. in grades 7 and 8.	Elementary school district taxes and state and county elementary school funds.	Tuition pays a proximately 60 per cent of actual cost of grades 7 and 8.	Transfer from elementary to high school district on basis of average current cost per pupil in grades 1-6. State and county apportionments on A. D. A. to elementary school district for grades 7 and 8; to high school district for grades 9 and 11.	Provisions relative to junior high schools, funds, apportionments, etc., ambiguous and conflicting. Junior high school is a high school, but grades are counted as elementary and high school.	Laws ambiguous and conflicting. Junior high school status indeterminate. Finances of junior high schools subject to all criticisms of elementary and high school district finance.	Junior high schools should be classified fully as high schools and supported as such.

### IV. HIGH SCHOOLS (INCLUDING JUNIOR HIGH SCHOOLS AND JUNIOR COLLEGES)

Citation	Tax unit	Basis of taxation or source of appropriation	Limit of taxation or appropriation	Per cent of total district receipts	Apportionment bases	Conflicting or ambiguous provisions	Weaknesses	Suggestions
Const. Art. IX, Sec. 6, S. C. 4304-42; 4370-4, 878; 4304-431	State.....	State General Fund (taxes on corporations provide 95 per cent of General Fund).	Not less than \$30 per pupil plus $\frac{1}{2}$ excess cost of physically handicapped children plus amount equal to receipts from United States for vocational education.	7.2 per cent..	\$550 for each 9th, 10th, 11th, and 12th grade; bonus for special classes; $\frac{1}{2}$ excess cost of physically handicapped children; balance of high school fund on A. D. A.; vocational funds apportioned on federal plan.	-----	Per cent of total cost borne by state too low and disproportionate to aid given elementary schools; places too heavy a burden on real property (92.6 per cent of high school cost caused by property tax; 77 per cent by district tax). Fixed amount provided is unsound as it does not allow for expansion in school program, nor for depreciation of money value.	State should provide larger part of cost; additional fund to be derived from income and severance taxes. Special aid should be provided as needed for transportation or building. Equalization fund should be provided. Apportionments should be based on functions such as instruction, supervision, etc.

Const. Art. IX, Sec. 6; S. C. 4,230-4,271; Pol. C. 3627a	County.....	Nonoperative property in- tangible se- curities and solvent credits.	County rate not limited, must provide twice amount of state appor- tionment and at least \$60 per pupil plus 1/2 of excess cost of physi- cally handi- capped and \$1,000 for each new high school dis- trict. Rates on intangibles 20c and cred- its 10c per \$100.	15.6 per cent	\$250 for each 9th, 10th, 11th and 12th grades; bonuses for special classes; 1/2 excess cost of physi- cally handicapped; transportation of pupils not in a high school dis- trict; \$1,000 to each new high school district; balance of A. D. A. intangibles and credits tax receipts prorated to city, elementary school district and high school district.	-----	Tax base (property) is wrong. Percent of total cost provided by county too small. Burden on local property and dis- trict too great. Method of apportionment favors urban centers. County apportionments different than state appor- tionments.	County should give larger part of cost and special aid for building and transportation. Apportionments should be on functional bases such as instruction, supervision, etc. Equalization Fund should be provided. Burden of taxes on property should be relieved by income and sev- erance taxes. County should apportion more on basic unit (years maintained or there- for).
Const. Art. IX, Sec. 6, S. C. 4,330-4,374; 4,530-4,566; 4,100-4,190; Special acts and charter provisions for cities	District or city.	Nonoperative property.	In new high school district 75c per \$100 in first year. No other limit specified. Bonds not to exceed 5 per cent assessed valuation. Spe- cial acts and charters fix special tax and abates for cities.	7.0 per cent.	Funds accrue to dis- trict (or city) as received. City funds expended on order of school board.	Budget law (S. C. 4,360-4,374) in conflict with old laws relative to district taxes (S. C. 4,530-4,566) and with special acts and charter provisions. Norate set in budget law.	Burden on local property and on district propor- tionate. Tax base is wrong.	District tax should be reduced. Special acts and charter pro- visions should be repealed as should S. C. 4,530-4,566.
S. C. 4,80-4,91.	United States...	United States...	In accord with federal plan.	2 per cent. ....	Apportioned in ac- cord with agree- ment with the states, the latter providing equal amount.	-----	Separate fund not sound in principle and endangers program.	Vocational funds should be part of general high school fund of the state.

## V. DISTRICT JUNIOR COLLEGES

Citation	Tax unit	Basis of taxation or source of appropriation	Limit of taxation or appropriation	Per cent of total district receipts	Apportionment bases	Conflicting or ambiguous provisions	Weaknesses	Suggestions
S. C. 4.50-4.56; 4.90-4.92	United States	Income from federal mineral lands in state.	Total amount received from this source paid to state junior college fund.	19.3 per cent.	\$2,000 per junior college plus \$100 per unit of A. D. A. to the limit of the fund.	Amount required to be apportioned not guaranteed in the fund.	Fluctuating fund, without guarantee of adequate amount. Apportionments based on arbitrary factors and not on actual need.	Fund should be fixed and source should be same as for elementary and high schools. State should provide larger part of total junior college costs, with special aid as needed.
S. C. 4.82	State	State General Fund.	Not to exceed \$30 per pupil to supplement United States funds.	Not operative until 1930-31.	Added to state junior college fund if needed.	\$30 per pupil will be inadequate to make required apportionment.	Fixed amount inadequate to meet expanding needs. Deficit of over \$500,000 anticipated during 1930-1931.	State fund should provide adequate revenues without endangering project.
S. C. 4.630-4.639.	County of residence, exclusive of junior college districts.	Nonoperative property.	Rate sufficient to raise cost of tuition of district junior college pupils residing in the county but not in a junior college district.	13.0 per cent.	Paid to junior college districts on basis of current cost per pupil, less state aid, plus \$65 per pupil as outlay charge (later provision operative 1930-31).	-----	Tax base (property) is wrong and adds to total burden on property. No general county tax for junior colleges. Tuition charge causes dual burden on high school districts already maintaining high school junior college department while junior college districts not required to pay for students attending other district junior colleges.	County or region served should bear larger part of cost. Tuition should be on basis of contract between districts or counties. Income tax should be employed to reduce property tax.
S. C. 4.590-4.592; 4.600-4.603; 4.1200-4.1275	Junior college district.	Nonoperative property.	No rate fixed. County Superintendent may revise budget. Bonds not more than 5 per cent of assessed valuation.	67.7 per cent.	Receipts accrue to district.	-----	Tax base (property) is wrong and adds to total burden on property. Per cent required of districts too great a burden on local district. County superintendent given veto power on budget of junior college district board.	District tax should be replaced by county or regional tax on income. County superintendent should be required to approve budget.

## VI. SUMMARY

School unit	Percentage of funds derived from				Percentage of funds derived from		Per cent of total received by each division
	United States	State	County	District	Property tax	Other sources	
Kindergartens.....	.2%	19.9%	24.3%	100%	100%	---	2.7%
Elementary schools.....	.2%	19.9%	24.3%	55.6%	79.9%	20.1%	51.4%
Junior high schools (elementary and high school).....	.2%	7.2%	15.6%	77.0%	92.6%	7.4%	44.6%
High schools.....	19.3%	7.2%	13.0%	67.7%	80.7%	19.3%	1.3%
District junior colleges.....	.4%	13.4%	19.9%	66.3%	86.2%	13.8%	100%
Totals.....							

# Interpretations of School Law

## Attorney General's Opinions

### JUNIOR COLLEGES

#### Nonresident Tuition.

When a junior college pupil resides in a junior college district but attends in another junior college district, the latter district is not entitled to tuition for such pupil. (A. G. O. No. 7018—Feb. 17, 1930.)

### FUNDS

#### Teacher's Salary Charged to Succeeding Year's Funds.

A claim against a school district for the payment of a teacher's salary earned during the fiscal year 1928-1929, which was not presented until the fiscal year 1929-1930, is payable immediately from 1929-1930 funds instead of from any unexpended balance which might remain at the conclusion of the fiscal year 1929-1930 (S. C. 4. 701), when it appears that at the time the claim was presented there was an unexpended balance remaining from the fiscal year 1928-1929, which might properly have been used for the payment thereof but which had been improperly used to pay claims incurred in 1929-1930 (A. G. O. No. 7012—Feb. 10, 1930).

## Supreme Court Decision

### DISTRICTS

#### Liability for Damages or Injuries.

*Ahern vs. Livermore Union High School District* (59 C. A. D. 1001, 279 Pac. 1032) reversed by Supreme Court. School pupils may recover under Political Code 1623 (S. C. 2.800-2.806) without meeting requirements of Deering Act 5619 (Stats. 1923, p. 675) as to showing of negligence on part of school district.

(*Ahern vs. Livermore Union High School District*, 79 C. D. 126.)

208 Cal 770

## Announcements

### SECONDARY SCHOOL PRINCIPALS' CONVENTION

The 1930 convention of secondary school principals is called for a three and a half day session at San Diego, April 14, 15, 16 and 17, inclusive. Monday, Tuesday and Wednesday will be devoted to conferences and general sessions; Thursday morning will be devoted to uncompleted conference activities, the meeting of the western association of colleges and secondary schools, and a special study of educational facilities at the United States naval aviation base at San Diego. Aviation is of such concern to leaders in secondary education that all are asked to avail themselves of the opportunity afforded by the hearty cooperation of the United States Navy and the local officers in charge

in San Diego. Principals are asked to arrive Sunday evening or early Monday morning as conference sessions begin promptly at 9.00 a.m.

A brief of the program is given that each one who is attending may have definite plans in hand. The success of the conference plan will depend upon each leader knowing who is to be in each group, and each conferee knowing which group he will join and what questions he will propose, as well as what aids he can contribute. Each principal is assigned to a conference for each day and each leader is given the names of those who will confer under his direction. If you have not signified preferences nor been assigned, please let us serve you at once. Conference leaders will communicate with their group members. Your suggestions and reactions are solicited.

The conference leaders selected and the problems for discussion are as follows:

Conference problems	Conference leaders		
	Monday	Tuesday	Wednesday
I. Problems of Accreditation.....	H. A. Spindt Bakersfield	J. R. McKillop Selma	L. P. Farris Oakland
II. Problems of Administration...	Dr. E. A. Wilson Los Angeles	T. S. MacQuiddy Watsonville	R. B. Leland San Jose
	C. L. Geer Coalinga	Oliver R. Hartzell San Rafael	Jas. E. Potter Fallbrook
III. Problems of Adult Education-	Edna M. Stangland Sacramento	G. J. Badura Fortuna	J. G. McNeely Santa Monica
		Ralph W. Dettler Los Angeles	T. E. Dunshee Fresno
		Grace Ruth Southwick Santa Barbara	
IV. Problems of Classroom Method	A. W. Meany Merced	Lloyd C. Sweetman Middletown	E. R. Morehead Monterey
	G. D. Baker South Pasadena		Lois Bennink Lancaster
V. Problems of Curriculum Construction	E. E. Crawford Napa	K. L. Stockton Huntington Park	Jackson Price Anderson
	Bert Carner Gonzales		John Aseltine San Diego
	Beth Hughson Sacramento		E. C. Browne Placerville
VI. Problems of Finance-----	S. J. Brainerd Tulare	Walter M. Smith Exeter	Louis E. Plummer Fullerton
	Robert H. Blee Puate		
VII. Problems of Health and Child Welfare		Sherman L. Brown Chico	Frank X. Goulet Los Angeles
VIII. Problems of Pupil Classification and Guidance	H. O. Dyck Los Angeles	C. E. Overman Modesto	Fred S. Ramsdell Pittsburg
	Clementina de F. Griffin Los Angeles	A. J. Rathbone Galt	W. L. Burdick Sacramento
	E. L. VanDellen Salinas	Clyde P. Finger Oakland	Walter C. Schlein Fresno Homer H. Cornick Davis



Conference problems	Conference leaders		
	Monday	Tuesday	Wednesday
IX. Problems of the Social Program	Charles C. Danforth San Francisco J. F. Graham Lemoore F. S. Schallenberger Richmond	L. P. Linn Fresno E. W. Oliver Los Angeles R. L. Colthart Jackson	Verne Brown Ripon J. T. McRuer Taft Roy E. Simpson Pomona
X. Problems of Supervision.....	Geo. A. Rice Oakland J. O. Gossett Oakdale T. Malcolm Brown San Diego	V. A. Rohrer Lodi E. E. Oertel Newman Anna G. Fraser Oakland D. L. Hennessey Berkeley Merton E. Hill Ontario Howard R. Gaines Fresno	W. Fred Ellis Stockton E. A. Wells Elk Grove
XI. Problems of Research.....	-----	-----	-----
XII. Problems of Schoolhouse Planning	-----	Andrew P. Hill Sacramento	-----
XIII. Problems of the Junior College.	A. C. Olney Kentfield	J. W. Harbeson Pasadena	J. B. Lillard Sacramento

School administrators and other persons interested in the problems of secondary education which are to be discussed in the morning conferences at the San Diego convention of secondary school principals are cordially invited to attend.

### THE THOMAS A. EDISON SCHOLARSHIP

Thomas A. Edison is again offering a four-year technical school scholarship, to be known as the Thomas A. Edison scholarship, to some outstanding American boy who has made his mark in scientific studies during the present school year. Last year a similar scholarship was won by Wilber Huston of Seattle, who is now a student in the Massachusetts institute of technology.

The state board of education will select from the public and private secondary schools of the state of California, the boy who, in the judgment of its members, best measures up to the highest standards.

One boy from each state and from the District of Columbia will, at Mr. Edison's expense, go to his laboratory at West Orange, New Jersey, where an examination to determine the ultimate winner will be held. All the boys have the opportunity of meeting Mr. Edison and enjoying the trip.

The process of selecting the boy from California will be as follows:

Principals, in conjunction with faculty members and others who may be able to serve, will select a candidate or candidates to represent their respective schools. Principals may determine their own method of selecting candidates to be recommended to the office of the state superintendent of public instruction. This office will recommend 10 candidates to the state board of education which will select the one candidate for the state.

Mr. Edison's directions are most liberal and permit of the consideration of every phase of scientific interest and accomplishment in the

selection of candidates. Recommendations to the state board of education will be made upon the following bases:

1. Character.
2. Scientific interest.
3. Scientific study.
4. Scientific accomplishment.
5. Originality and inventiveness.
6. Specific scientific recognition already awarded.

Principals are directed to report in full about their candidates by June 15, 1930. Candidates proposed after that date can not be considered.

### **THE GEORGE PEABODY COLLEGE FOR TEACHERS— SCHOLARSHIPS**

The George Peabody college for teachers, Nashville, Tennessee, has allocated four scholarships of \$25 each to the state of California for the summer session of 1930. The scholarships are available for tuition only, being approximately one-third of the total required. This institution grants the bachelor's degree and is a member of the American association of teachers colleges. The requirements are as follows:

1. The student must be in attendance at George Peabody college during the entire twelve weeks of the summer session.
2. The applicant must be engaged in teaching or planning to take up teaching immediately.
3. No applicant is eligible who has been enrolled in college during the academic year just preceding.
4. The award of the scholarships must be made by the superintendent of public instruction officially.

In order that California teachers may avail themselves of this opportunity, will superintendents and principals please report to the state department of education before May 1, 1930, the names of those persons on their staffs who would be interested in attending the summer session at the George Peabody college for teachers.

### **UNIVERSITY OF CALIFORNIA—ADVANCED STANDING**

The recorder of the faculties of the university of California states that an applicant for admission to the university of California, who was not eligible at the time of his graduation from high school for admission without examination to freshman standing may, under the new rules, attend a junior college or other collegiate institution, with the understanding that upon his admission to the university he will receive for that portion of his work in the collegiate institution attended, which is not used for the removal of deficiencies existing at the time of high school graduation, the amount of credit which the university of California customarily allows for such work at the said institution. In other words, **except for the courses taken by the applicant in the other collegiate institution for the purpose of removing deficiencies existing at the time of graduation from high school,**

the applicant will receive the same treatment in the matter of credit to be allowed that would be accorded an applicant who had no deficiencies at the time of graduation from high school, but who chose in the meantime to attend another collegiate institution.

### **THE PAN-PACIFIC TRADE CONFERENCE**

The Pan-Pacific trade conference to be held in Sacramento immediately preceding the state fair has stimulated considerable interest in the Latin-American countries. A rare opportunity is offered the schools of California to help in bringing about a feeling of friendliness and good will among the countries on the American continent by a sympathetic study of the people of these countries, their customs and mode of living, their art, music and literature, their political desires, their hardships, and the obstacles they have overcome in reaching their aspirations.

It is suggested that social study and social science classes give special attention to the Latin-American countries, their social and industrial life, economic systems, resources, government, culture, markets, racial characteristics, history, and contribution to civilization.

The state department of education is cooperating closely with the council sponsoring the conference on Panama-Pacific trade relations. Write to the state department for suggestions in connection with this activity if you are in need of help.

### **A SAFETY PROGRAM FOR CALIFORNIA**

The California curriculum commission is engaged in the development of a safety education program for the schools of the state. The objective in safety education is the development of a safety consciousness in the child through an analysis of child reactions to hazardous conditions. A manual containing suggestions for effective safety work in schools will be an important part of the program and will be based upon a consideration of the following five fundamental factors in the life of the school child:

1. The home in which the child lives.
2. The manner in which he gets to school.
3. The kind of school in which he spends his time.
4. The place and manner in which he plays, and
5. The work he does, if any.

The curriculum commission approved the report of the special committee on safety education recommending the following procedure:

a. The state of California will develop a safety education program rather than merely a safety manual. A manual containing suggestions for developing effective safety work in schools would, of course, be a part of the program. The manual would not be a course of study and therefore would be suggestive to all teachers.

b. Reports of the various types of local safety programs which are being carried on throughout the state will be collected and utilized in the preparation of the materials which will be furnished to teachers.

e. An individual will be designated to prepare this material and edit such a manual as is to be printed and supplied to teachers. This person would make use of all materials and help such as could be supplied by contributions from such groups as the California committee on public safety, the state chamber of commerce, the national safety council, and the various automobile clubs of the state.

### **BEHAVIOR OF HIGH SCHOOL STUDENTS IN 1920 AND IN 1930**

In view of the fact that high school enrollment in the United States has grown since 1920 from two million to more than five million students in 1930, it is significant, says J. W. Crabtree, secretary of the national education association, that conditions in high schools are much better than in 1920 with respect to drinking and to general behavior. Many of the three million additional students who have sought a high school education within the decade have come from poorer homes where in former times drinking was a heavy burden on the family income.

The national education association is cooperating with President Hoover's commission on law observance and enforcement in securing comparative data for 1920 and 1930 on behavior conditions in the high schools of the country. Mr. Crabtree feels that the eighteenth amendment has benefited the schools beyond measure.

### **AMERICAN SCHOOL OF THE AIR PROGRAMS**

Mr. R. S. Erlandson, executive director of the American school of the air, has asked that we let him know how many of our California schools are "listening in" and what they think of the programs given on Tuesdays and on Thursdays at 11.30 a.m. Will school officials, who desire, be good enough to report to Mr. Erlandson, sending a duplicate copy to this office, an evaluation of the April program giving:

1. Judgment of educational content material.
2. Apparent interest of children in program.
3. Participation in suggested projects.
4. Correlation with present school curriculum.
5. General educational value.

All data that you furnish will be turned over to the special committee appointed by Secretary of the Interior Wilbur for studying the use of radio in education.

Any teacher may secure additional material for visual aids and bibliography by writing American school of the air, box 100, Chicago, Ill.

### **CALIFORNIA AIRWAYS MARKING CAMPAIGN**

An opportunity is offered high school students to be of service to the cause of aviation. A forced landing with its accompanying dangers is frequently caused by the inability of the pilot to identify the town over which he may be passing. It has been suggested that a state-wide

movement should be encouraged to mark each town with a readable sign on the roof of some building. Mr. Law L. Lovelace, 1126 Tulane street, Houston, Texas, is interested in promoting this enterprise. He desires to organize a contest among such high school students as may be interested in aviation. Full information regarding the contest may be secured by writing Mr. Lovelace.

### **CALIFORNIA COUNCIL OF SOCIAL WORK**

The twenty-second annual meeting of the California conference of social work will be held at Recreation Center, Santa Barbara, May 13-17. The conference extends a cordial welcome to members of social and health agencies throughout California and to persons interested in problems of social welfare to attend the conference.

The program will cover the field of health, family, and child welfare, delinquency, organization and administration, education, recreation, industry, and racial and citizenship problems. Further information may be obtained from Anita Eldridge, executive secretary, Exposition auditorium, San Francisco.

### **AMERICAN LIBRARY ASSOCIATION CONFERENCE**

The fifty-second annual conference of the American library association will be held in Los Angeles, California, June 23-28, 1930. Headquarters will be at the Biltmore hotel.

### **PIONEER DAY**

President Hoover has set aside April 10 as a day upon which tribute should be paid to pioneers by designating that day as **pioneer day**. Inasmuch as California's history is rich in deeds of its pioneer settlers, it seems fitting that attention should be called to Pioneer Day in the schools throughout the state. The native sons of the golden west might be willing to lend its aid in making the day memorable to the pupils who participate in the programs which may be given to mark the day.

### **CURRICULUM COMMISSION**

The California curriculum commission will meet in the office of the state department of education in the Associated Realty building in Los Angeles on April 4 and 5.

### **EDUCATION OF EXCEPTIONAL CHILDREN**

A conference will be held at 435 Powell street, San Francisco, on April 26, with a view to the organization of a northern California council for the education of exceptional children.

### **HORACE MANN SCHOOLS**

The national education association has requested the state department of education to furnish a list of schools in the state, named after

Horace Mann. This list will form a part of a complete list of such schools in the United States to be published in the volume of Horace Mann's reports. Will all city and county superintendents of schools be good enough to send to the division of research and statistics a list of the Horace Mann schools in your city or county, segregating elementary schools, junior high schools, and high schools and giving the post-office address of each school.

### SCHOOL SURVEY COMMISSION

The Governor's commission for the study of educational problems convened in Sacramento for its fourth session on March 19, 20 and 21.

The three days were devoted to hearings and discussions on the problems of:

1. Larger units of school administration.
2. School finance and plans for equalization.
3. Teacher tenure and retirement.
4. Reorganization of the state department of education.
5. Functions of the state teachers colleges.
6. Problems of the junior colleges.

The commission invited a group of representative school administrators to take part in the sessions. The following county superintendents of schools were present and provided information on the first three problems:

- Mr. R. E. Golway of Sacramento county.
- Mr. David E. Martin of Alameda county.
- Mr. William H. Hanlon of Contra Costa county.
- Mrs. Sabra Greenhalgh of Amador county.
- Mrs. Agnes Weber Meade of Yuba county.
- Mr. H. W. Bessac of San Joaquin county.

On March 20 Mr. Will C. Wood, state superintendent of banks, and former state superintendent of public instruction, together with Mr. Willard E. Givens, city superintendent of schools of Oakland, California, discussed the reorganization of the state department of education before the commission. The Thursday afternoon session was given over to hearings on the problems of the state teachers colleges presented by:

- Dr. F. W. Thomas, president of Fresno state teachers college.
- Dr. T. W. MacQuarrie, president of San Jose state teachers college.
- Dr. C. L. McLane, president of the state board of education.

The third day was devoted to the junior college problem and the general executive session of the commission. Dr. Merton E. Hill, principal of Chaffey junior college, and Mr. J. B. Lillard, principal of the Sacramento junior college, were invited to present discussions of the junior college problems.

The commission voted to hold no meeting in April. The May meeting of the commission will be held in the State building, San Francisco, May 15, 16, and 17.



### **PUBLIC SCHOOLS BUSINESS OFFICIALS ASSOCIATION**

On March 13, 14 and 15 the public schools business officials association of California met in annual convention at the Palace hotel in San Francisco. The membership of this association has grown during its three years of existence from a very few persons interested primarily in the immediate problems of the business management of city schools, to nearly a hundred individuals including county and city superintendents of schools, school board members, business managers, auditors, and accountants of city school systems, members of the staffs of the offices of county counsels and district attorneys, and others interested in the problems of the business aspect of public education.

Those in attendance upon the San Francisco convention of this association participated in a truly educational program. The activities of the association deserve the commendation, support, and increased cooperation of school administrators.

### **PUBLIC SCHOOLS WEEK**

The cooperation of school administrators is asked to the end that California public schools week be made a period of extended acquaintanceship on the part of the California public with their local and state system of public schools. April 21 to 26, inclusive, has been set as the period for the observance of California public schools week this year. May we all do our part to bring the people and their schools into closer contact that both may benefit thereby.

### **COLLATERAL MATERIALS FOR SOCIAL SCIENCE COURSES**

High school principals are requested to secure from teachers of social science specific answers to the following questions, and to forward such replies to the superintendent of public instruction in order that the state department of education may be advised as to the desirability of developing a series of bulletins giving collateral materials of this character.

1. Have you available collateral materials which adequately meet your needs?
2. From what sources are you getting collateral materials?
3. Are you using the bulletins issued by the division of publications of the Carnegie institution of Washington, D. C.? Do you find these adequate?
4. Would you be interested in receiving from the state department of education bulletins containing collateral materials for social science courses?
5. What kinds of materials would you recommend be included in these bulletins?
6. Would such bulletins meet needs that are not met adequately now?



# Significant Facts Concerning California Schools

## **ECONOMIES EFFECTED BY SCHOOL ADMINISTRATORS**

That California public school administrators are earnestly endeavoring to expend public funds economically as well as to develop adequate programs of instruction is a fact sufficiently well known and requires no extended comment. Some of the measures of economy which are not generally practiced, however, but which are being developed in a number of school systems, are here given mention.

### **Larger School Units.**

In a number of city school systems, including San Francisco, Oakland, Berkeley, and San Jose, and in a number of county systems such as Santa Clara, Imperial, Santa Barbara, San Diego, and Riverside counties, a definite policy has been adopted looking toward the elimination of the smaller elementary schools through consolidation in larger units, and the program of building construction in progress in these cities and counties is based upon definite and high minimum standards of enrollment in each elementary, junior high, and high school. This policy is to be commended, since all of the facts available indicate that larger school units are definitely more economical than small ones, and that in the larger schools only are the possibilities of pupil classification and curricular differentiation realizable.

It is interesting to note that the average elementary school of the state enrolls but 161 pupils; the average junior high school enrolls 712 pupils, while the average high school enrolls 492 pupils in regular classes and 712 pupils in all classes. In city districts, the average enrollments are as follows: in elementary schools, 429; in junior high schools, 768; in high schools, 1194 in all classes.

### **Larger Classes.**

A number of investigations have been completed in recent years relating to the efficiency of instruction in small classes as compared with larger classes. While there is still some question as to the reliability of some of these studies, there seems to be no reason to doubt the accuracy of the general conclusion of all of these studies; namely, that the size of class, within reasonable limits, does not materially affect the efficiency of instruction. In general, also, it seems to be true that, while the retarded child learns more readily in a small class, the average and superior children learn more readily in classes of larger size.

These general findings, together with the possibility of considerable economies effective through reducing the number of new teachers needed, have resulted in a number of the city and county school systems in definite policies being established looking toward more complete classification of pupils and, where feasible, an increase in the size of classes. This affects not only the elementary schools, but also junior and senior high schools, where greater economies are possible because of the considerably smaller size of class which obtains therein.

The average enrollment per classroom in elementary schools is 28 pupils; in junior high school 28, and in high schools 21.

### **Localization of Special Services.**

A third practice which has developed recently in the attempt to effect economies not inconsistent with a sound educational program, is that of localizing special services and functions so as to avoid the expense incident to unnecessary duplication of facilities, instruction, et cetera. Thus, in the high schools of some city districts, notably in Los Angeles, certain courses for which there is comparatively little demand, such as Greek or watch repairing, are offered in one centrally located high school only. Similarly certain high schools are designated as entirely specialized institutions, wherein certain types of vocational and shop courses are centralized, thus avoiding very expensive duplication of equipment, and making it possible to maintain classes of considerably larger size than would be possible if the same facilities were maintained in several schools.

### **SECONDARY EDUCATION COMMITTEE OF THE CALIFORNIA CURRICULUM COMMISSION**

The field of activity of the state curriculum commission has been expanded so as to afford study and guidance in the development of standards for secondary school curricula. A sub-committee under the chairmanship of Dr. Merton E. Hill, of Ontario, in cooperation with Miss Helen Heffernan and Dr. Ricciardi of the state department of education has developed a conference plan for the study of secondary school curricula. Conferences have already been held in Sacramento, Alturas, Monterey, Chico, Salinas and King City. Other conferences are planned to be held in various centers of the state.

In its study of the problems of secondary school curricula, the curriculum commission plans the following activities:

1. The establishment of the closest cooperation between the commission and all organizations interested in studies of secondary school curricula.
2. A study of the curricular content of all majors accepted by the state board of education.
3. The offer of its services to those school administrators who desire help in working out suggested programs of studies for their schools.
4. Studies of procedure for curriculum study in order that there may be established suggested procedures which the principal and his staff may use in curriculum adaptation, revision and construction.
5. A study of the rules of the state board of education which involve secondary school curricula.
6. To identify itself closely with the executive board of the California secondary school principals' association.
7. The publication from time to time in the *California quarterly of secondary education*, of helpful information relative to curriculum studies.

### **SCHOOL COSTS AND INCOME IN CALIFORNIA**

The great mass of California's citizens want good schools. They want every child in the state to have an equal chance with the other

children of the nation. Good schools and a fair chance for every child are inseparable. But some say we can not afford good schools. Is this true?

Consider the situation of a man, the head of a family, whom we have in mind. He owns real estate and other property valued at \$17,900. Through investments of various kinds he is steadily increasing his capital. Besides investments he keeps \$1,770 on deposit in his savings account. He has a comfortable yearly income of \$3,900. Now, how much can a man in this situation afford for the education of his children? Would \$150 a year or about 4 per cent of his income be within his ability to pay?

Answer these questions as you will. The fact is that the man described above is really the state of California. The figures given will become approximately those for California if you will add six zeros to each of them. The people of California own property valued at about \$17,900,000,000. They have over \$1,770,000,000 deposited in savings accounts and an annual total income of about \$3,900,000,000. and they spend \$150,000,000 a year for public schools of all types.

Of course, all heads of families in California do not own \$17,900 worth of property or enjoy an annual income of \$3,900. But then neither do most heads of families pay \$150 a year for schools. A man not so well off as the one described above pays proportionately less for schools. Assume any kind of man you wish—rich, poor, or average. Study the state estimates given above and draw your own conclusions. Then answer the question raised in the first paragraph. Can California afford good schools for California's children?—*National education association notes.*

### COOPERATIVE TRAINING OF SCHOOL EXECUTIVES

A significant departure in the method of training school executives has been undertaken in an agreement recently reached between the department of education of the university of California and the Oakland public schools. In accordance with this agreement the so-called California plan of cooperative training of school executives has been instituted. This plan involves: (1) The organization of class instruction in the form of advanced courses in school administration running throughout the year based upon a practicum syllabus and open only to graduate students, offered in the department of education at the state university; (2) field work in the form of a parallel, concurrent course required of the same group of students, the teaching personnel to be the same for both courses.

Through the cooperation of the Oakland public schools one phase of the "field work" has been organized and administered so as to provide definite supervised practice in all of the phases of administration and research in the Oakland public schools. Each student will spend a minimum of one full day each week for from 4 to 8 weeks in each of the 6 major divisions of the Oakland school system under the direction of the executive heads of these divisions.

The practical nature of this plan promises much in the way of value both to the students to be trained in accordance with the plan and in the development of competent executives for the California schools.

# Legal Calendar for Public School Officials.

## March and April

March

Calendar date		Date fixed by statute	Person or body affected	Act required	Authority	Check here the dates affecting you
1930	1931					
Mar. 1.....	Mar. 1.....	On first day of month.....	State printer.....	Must furnish to state board of education name and number of elementary textbooks published by him during preceding month and number in course of publication.	S. C. 6. 284	
Mar. 3.....	Mar. 2.....	First Monday.....	District clerk of all districts except those having city board of education.	Post in each schoolhouse copy of his account of receipts and income of districts from beginning of school year.	S. C. 2. 836	
Mar. 5.....	Mar. 5.....	On or before fifth day of succeeding month.	Superintendent of public instruction.	Last day to report to state controller number of elementary textbooks sold and amount received for preceding month. Last day to pay money received into state treasury.	S. C. 6. 296	
Mar. 7.....	Mar. 7.....	Mar. 7.....	All public schools.....	Observe as conservation, bird and arbor day.....	S. C. 3. 100	
Mar. 10.....	Mar. 10.....	On or before tenth day of each month.	County clerk.....	Last day to furnish to county superintendent of schools names of persons who filed declaration of intention to become citizens during preceding month.	S. C. 3. 560	
Mar. 13.....	Mar. 12.....	15 days prior to last Friday in March.	Electors in all school districts.....	May call annual election for election of members of governing boards, if governing boards fail.	S. C. 2. 874	
Mar. 14.....	Mar. 13.....	Two weeks prior to last Friday in March.	County superintendent.....	Call election to vote on petitions for formation of union, joint union and district junior college districts.	S. C. 2. 721	
Mar. 18.....	Mar. 17.....	10 days prior to annual election of members of governing boards.	Candidates for governing boards of districts.	Last date to file written statement of candidacy with district clerk and get name on ballot.	S. C. 2. 880	
Mar. 28.....	Mar. 27.....	Last Friday in March.....	County superintendent.....	Hold election to vote on petitions for formation of union, joint union and district junior college districts.	S. C. 2. 721	
Mar. 28.....	Mar. 27.....	Last Friday in March.....	Governing boards of elementary districts.	Hold annual election for election of members of governing board...	S. C. 2. 870	
Mar. 28.....	Mar. 27.....	Last Friday in March.....	Governing boards of union and joint union elementary districts.	Hold annual election for election of members of governing board...	S. C. 2. 912	

Mar. 28.....	Mar. 28.....	Last Friday in March.....	Governing boards of high school districts.	Hold annual election for election of members of governing board....	S. C. 2. 1057	
Mar. 28.....	Mar. 28.....	Last Friday in March.....	Governing boards of union, joint union, county and joint county junior college district.	Hold annual election for election of members of governing board....	S. C. 2. 1140	
(*)	(*)	Monthly.....	County superintendent of schools in counties in which are United States District Courts.	Must secure names and addresses of all persons declaring intention of becoming citizens.	S. C. 3. 561	

\* In 1931, this day falls upon a Saturday.

\* City boards of education are elected under the provisions of law governing such cities (S. C. 2. 970).

\* No date is specified.

## April

Calendar date		Date fixed by statute	Person or body affected	Act required	Authority	Check here the dates affecting you
1930	1931					
April 1----- April 4----- April 5-----	April 2----- April 5-----	Not before fourth day nor after seventh day following last Friday in March.	Governing boards of union and joint union high school districts.	*Canvass votes cast at annual election for election of members of governing board and issue certificates of election.	S. C. 2. 1061	
April 1-----	April 1-----	On first day of month.	State printer.	Must furnish to state board of education name and number of elementary textbooks published by him during preceding month and number in course of publication.	S. C. 6. 284	
April 4-----	April 5-----	7 days after last Friday in March.	Governing boards of union or joint union elementary districts.	*Canvass votes cast at annual election for election of members of governing board and issue certificates of election.	S. C. 2. 916	
April 4-----	April 5-----	7 days after last Friday in March.	Governing boards of union, joint union, county and joint county junior college districts.	*Canvass votes cast at annual election for election of members of governing board and issue certificates of election.	S. C. 2. 1144	
April 5-----	April 5-----	On or before fifth day of succeeding month.	Superintendent of public instruction.	Last day to report to state controller number of elementary textbooks sold and amount received for preceding month. Last day to pay money received into state treasury.	S. C. 6. 296	
April 10-----	April 10-----	On or before tenth day of each month.	County clerk.	Last day to furnish to county superintendent of schools names of persons who filed declaration of intention to become citizens during preceding month.	S. C. 3. 560	
April 28-----	April 27-----	Last Monday in April.	Governing boards of school districts and county boards of supervisors.	Last day in fiscal year to order temporary transfer of county funds to credit of school districts.	S. C. 4. 290	
**	**	Monthly	County superintendent of schools in counties in which are United States District Courts.	Must secure names and addresses of all persons declaring intention of becoming citizens.	S. C. 3. 561	

\*These are the only cases in which a definite date is set for the canvass of votes cast at annual elections for members of governing boards. In elementary districts, other than the exceptions, votes are canvassed immediately after polls are closed (S. C. 2.888). City boards of education are elected under the provisions of law governing such cities (S. C. 2.970).

\*\*No date is specified.



## Questions and Answers

Note: Under this caption there will be published replies to questions which have a general application to school situations throughout the state. Please make legal questions as specific as possible.

### PERSONAL LIABILITY OF SCHOOL TRUSTEES

Q. Under what conditions is a school trustee personally liable for damages?

Ans. Only a very general answer can be given to a question so broad in scope as the above question. A school trustee is personally liable for damages under the same circumstances as would render him liable were he a private citizen. He is liable where the act causing the damage was not done in the lawful performance of his official duties.

### WORK PERMITS FOR MINORS

Q. Are minors required to secure permits before they may be employed in agricultural and home-making occupations?

Ans. Yes. All minors who are subject to the provisions of the compulsory continuation (or full-time) education laws are required to have work permits.

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## Professional Literature

### CALIFORNIA QUARTERLY

The state department of education desires to commend to all California educators interested in secondary schools the *California quarterly of secondary education*, published by the California society of secondary education at 2163 Center street, Berkeley, California. In the few brief years of its publication the *California quarterly of secondary education* has achieved a position of preeminence among all publications in the field of secondary education in the United States. To the editorial staff of this publication are due commendation and thanks for the success of their efforts to secure contributors of outstanding merit and articles of significant value.

The *California quarterly of secondary education* has honestly earned that full-hearted appreciation which has been voiced by outstanding educators throughout the country. The practical nature and the scholarly character of its articles are such that there should be a place for a complete file of this publication in the library of every school system.

### THE FLAG

Mr. R. C. Ballard Thurston, the author of the *Origin and evolution of the United States flag*, traces the history of the design of our flag



through the cross of St. Andrew, the cross of St. George, the flag of Great Britain, and the various colonial flags as finally merged into the standard immortalized by Francis Scott Key.

Copies may be secured from the superintendent of documents, government printing office, Washington, D. C.

### **EIGHTH YEARBOOK, DEPARTMENT OF SUPERINTENDENCE**

In *the superintendent surveys supervision*, the eighth yearbook of the department of superintendence of the national education association, we have been given a most practical and complete review of the field of public school supervision. This volume treats the subject from a new viewpoint, that of the administrator, rather than that of the supervisor or teacher. This yearbook should be on every supervisor's desk.

### **EDUCATIONAL RESEARCH SERVICE OF NATIONAL EDUCATION ASSOCIATION**

School administrators who are not already subscribers to the educational research service of the national education association will be interested in securing information concerning this valuable service. The following features of this service should prove of especial value:

1. The circular letters on *education discussed in lay magazines*.
2. The selected and annotated bibliographies on state school legislative problems.
3. The annotated bibliographies of research studies completed and under way by city and state agencies.
4. The salary tabulations.

Persons interested may secure information concerning the *educational research service* by writing to Dr. John K. Norton, director, division of research, national education association, 1201 16th street, Washington, D. C.